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ABSTRACT

This document is an institutional self-assessment report by Salt Lake Community College (SLCC) for 1999. Performance indicators chosen to gauge the relative success of SLCC in achieving its mission, values and goals include: (1) participation rate by students who are minorities; (2) participation rate by students with disabilities; (3) new student assessment of programs and services; (4) success rates of developmental education students; (5) student ratings of instruction and classes; (6) student satisfaction with other programs and services; (7) graduating student assessment of programs and services; (8) graduating student assessment of their overall college experience; (8) licensure and certification exam success rates; (9) certificates and degrees granted; (10) graduation rate; and (11) economic impact of the college on its community. Also included were a listing of 11 community involvement centers or programs, a listing of student, faculty and staff awards for excellence, and 20 other institutional programs benefiting students and the community. Using an existing economic impact model, the college estimated that it returned $3.48 to the community for every dollar entrusted to SLCC. The report concludes that SLCC has shown academic and fiscal accountability with respect to its purpose and mission. (PGS)

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Salt Lake Community College
1999 Report Card

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Introduction

Salt Lake Community College's mission, values and goals are intended to provide our students the highest quality educational experiences in Utah. Used as a performance indicator, the *1999 Report Card* was designed to give you an idea of who we are, how well we are meeting our responsibilities to educate students, partner with businesses, and indicate ways we are meeting the needs of our community. The College is accountable, not only to these groups, but also to Utah citizens, whose tax dollars provide essentially 70 percent of the institutions funding.

PERFORMANCE MEASURES

This report uses a variety of *performance indicators to* define and measure a derived series of observed facts to gauge the relative success of our functions and institutional practices. To accurately report these indicators, data has been collected and reported using quantitative and qualitative methods. We hope the following performance indicators will help you become more familiar with the College and what we are accomplishing:

- Participation Rate by Students Who Are Minorities
- Participation Rate by Students With Disabilities
- New Student Assessment of Programs and Services
- Success Rates of Developmental Education Students
- Student Ratings of Instruction
- Graduating Student Assessment of Programs and Services
- Graduating Student Assessment of Their Overall College Experience
- Licensure and Certification Exam Success Rates
- Graduation Outcomes
- Graduation Rate

The College tracks a variety of performance indicators which were identified by the College and State Board of Regents. Nationally, community college organizations such as the American Association of Community Colleges (AACC), has framed a set of *core indicators of effectiveness* designed to help community colleges improve their programs and services. The performance measures used in this report come from all three sources.

ECONOMIC IMPACT

At the end of fiscal year 1999, Salt Lake Community College completed its annual economic impact study, identifying the investment by community tax payers who support the College's commitment to provide comprehensive educational programs to the businesses, industries and citizens within its service area. The study for fiscal year 1998-1999 showed a $3.48 to $1.00 return on tax payer investment and a total economic impact of $171,136,568 directly and indirectly in Salt Lake and Tooele counties. Virtually every type of enterprise in the Salt Lake Community College region was affected by this economic impact, a factor that is consistently influencing the lives of the students we serve.

Salt Lake Community College Overview

The College first opened its doors under the name of *Salt Lake Area Vocational School* on September 14, 1948 with 175 students enrolled in 14 classes. In 1998, Salt Lake Community College celebrated its 50th anniversary with activities that included a 50-foot birthday cake, an anniversary cookbook, music written by Kurt Bestor specifically for the occasion and America's first hearing-impaired comedienne, Kathy Buckley, speaking at fall convocation on the theme of "No Barriers".

Now, Salt Lake Community College is serving more than 51,000 students per year, has course offerings culminating in 102 degrees and certificates, and offers a variety of non-credit workshops, conferences, and short-term training programs throughout 10 campuses, teaching centers and satellite locations. Student demographics indicate that 95 percent of our studentbody are Utah residents, 81 percent coming from Salt Lake County, of which 53 percent are male and 47 percent are female.

Since its formative years, the College has developed active partnerships with more than 800 local businesses and school districts providing non-traditional education services through such venues as the Applied Technology Center, Small Business Development Center, Center for International Studies, Skills Center for short-term vocational training, Entrepreneurship Center, learning and writing centers, language lab and a Faculty Teaching and Learning Center. Rounding out an educational repertoire are apprenticeship programs which combine on-the-job training and classroom instruction for a variety of careers.

Today, SLCC has approximately 50 student clubs and organizations affiliated with the College, a student newspaper, an active intramural sports program, and intercollegiate basketball, volleyball, and baseball teams. Students, employees, and the community also have the opportunity to enjoy quality cultural events at our Grand Theatre.

To maintain our high standards of academic excellence, the college participated in a national accrediting review in 1998-99. As a result of the review, SLCC received its five-year accreditation from the Northwest Accreditation Association of Schools and Colleges. During the association's visit, the accreditation team reaffirmed SLCC's accreditation on the basis of its academic progress and recent comprehensive self-study which identified several long-term institutional goals through a critical internal self evaluation process. At our 10-year accreditation evaluation visit, SLCC received the highest possible accreditation commendations and recommendations. The accreditation team commented, "Salt Lake Community College is the best institution they have visited." The evaluation team praised the College for the quality and dedication of its faculty, student support personnel, business office procedures and outstanding well-maintained facilities. The next full-scale evaluation is scheduled for 2004.

Frank W. Budd, Salt Lake Community College President, said "In our mission statement, we declare students as our highest priority. It's not something we say, it's our work— continuously and consciously. It starts in the classrooms, with quality instructors teaching solid academic and technical programs that will allow students to succeed. And it extends to our staff, who support the programs through various tasks and functions. Students and their education—both in and out of the classroom—will remain our priority."

We, the faculty, staff, and students of Salt Lake Community College applaud and reaffirm our comprehensive community college mission. Our business is teaching and learning. We are committed to building our community through vocational/ applied technology education, developmental education, transfer education, community education, strong student support, lifelong learning, and business and economic development.

College Values

STUDENTS are our highest priority.
In harmony with this priority we declare our values.

COMMUNITY: We value community involvement and economic development.

CREATIVITY: We value creativ-ity, innovation and responsible risk taking.

DIVERSITY: We value personal, cultural and ethnic diversity.

ENVIRONMENT: We value an accessible, safe, clean and aesthetically pleasing environment.

EXCELLENCE: We value quality education and professional excellence.

EXPRESSION: We value responsible personal, academic and expressive freedom without harassment, intimidation, or other destructive behaviors.

INTEGRITY: We value integrity, responsibility, honesty and ethical conduct.

PEOPLE: We value each student, faculty and staff member and believe that all should be treated with care, equity, respect and empathy. We value opportunity for growth, recognition and reward.

SALT LAKE COMMUNITY COLLEGE

SALT LAKE COMMUNITY COLLEGE MISSION STATEMENT

OUR MISSION IS EDUCATION

Salt Lake Community College is a multi-campus, comprehensive institution serving a diverse population through lifelong education. Our mission focuses on student needs in an open-door setting. We are committed to:

Vocational And Technical Education resulting in marketable job skills in a changing world,

General Education and pre-professional programs for transfer to other colleges and universities,

Adult and Continuing Education in cooperation with business and industry to enrich the opportunities of citizens,

Developmental Education designed to support students making a special transition to college life,

Community Services Education providing services and activities that promote community involvement,

and

to **student services** which support education and promote responsible choices through college-wide programs and activities.

Salt Lake Community College Vision Statement

VISION FROM WITHIN: PATHWAYS TO 2010 AT SALT LAKE COMMUNITY COLLEGE

TEACHING AND LEARNING

Fundamentally, by 2010 teaching and learning at SLCC will reflect:

- **a pedagogy that encourages faculty, staff and students to empower themselves** to act for social change and to advance democracy and equality as they pursue their educational goals;
- **good practice in undergraduate education**—practice which fosters a learning community in which students, faculty and staff work together;
- **student-centeredlearning** which requires **adaptive teaching**—teaching that responds to different ways of knowing and that recognizes students' needs, including the need to make decisions about their own education;
- **a coordinated, adaptive curriculum** that (1) emphasizes skill mastery *and* learning for understanding, (2) includes multiple instructional formats and modalities and (3) is responsive to the changing nature of knowledge and technologies and to the needs of the community;
- **technology used to enhance learning** and **adequate, appropriate equipment, facilities and resources**; and
- **continuous assessment and evidence** used to improve teaching and learning, with **evaluation as a learning tool**, and **continuing professional development for all full- and part-time faculty** in both their disciplines and in pedagogy.

ECONOMIC DEVELOPMENT

Our vision is to be the educational leader for the economic development needs of our community.

We will be:

- **the primary educational resource and training partner** for students, business, industry and government.
- **innovative and flexible** in the delivery of our services.
- **known for enhancing quality of life** through education.

STUDENT DEVELOPMENT

The faculty, administrators and staff at Salt Lake Community College are dedicated to providing, in a caring and ethical manner, opportunity, challenge, support and personal growth for our students. This commitment to student development directs the way we create programs, develop curriculum, hire college personnel and make decisions.

SLCC will encourage students to:

- **assume responsibility**
- **think critically**
- **learn effectively**
- **become personally effective in the circumstances of their lives and work**
- **develop a social conscience**

Every institutional process and point of contact between students and Salt Lake Community College will be evaluated and designed in light of its potential contribution toward the development of these critical skills and traits.

TECHNOLOGY

Technology is knowledge that provides a set of tools and services that both directly and indirectly benefit students and enable them to contribute positively to their future. Salt Lake Community College embraces technologies that:

- increase the quality, efficiency and accessibility of instructional and support services
- respond to the needs of business, industry and the community
- increase motivation and develop skills in problem solving, independent thinking and collaborative work.

These technologies include: (1) instructional technology—used to enhance teaching and learning, (2) applied technology—taught within the curriculum, and (3) support technology—used as administrative tools and applications.

This vision provides a framework for using technologies to enhance and support student learning and achievement. Realizing this vision requires continual funding for infrastructure, acquisition, training, support and associated needs.

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SLCC GOALS INTO THE FUTURE

As the faculty and staff of Salt Lake Community College, our mission is education, with students as our highest priority. To accomplish this mission, we declare the following goals to increase institutional effectiveness as:

Education and Training

We develop opportunities, make decisions and act to enhance the intellectual, physical and social pursuits which address the students' present circumstances. These efforts prepare individuals to live, work and grow in today's diverse, complex and technologically driven global society.

Fiscal Responsibility

We use College resources, including facilities, equipment, budgets and personnel, in a responsible and cost effective manner. This includes sharing these resources and working cooperatively across organizational lines, while considering the needs of students.

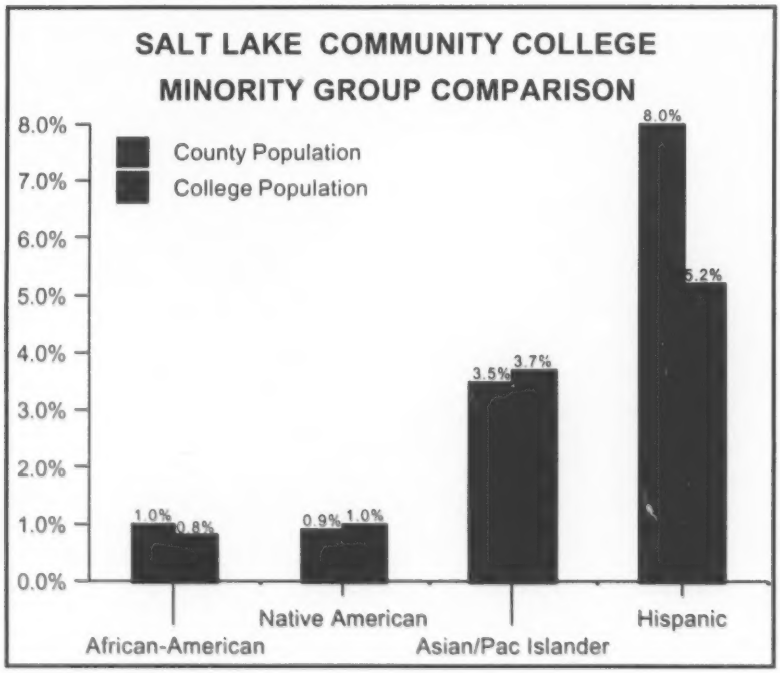
Quality Service

We provide excellent service to everyone, both internally and externally, through efforts to encourage and increase diversity and cultural awareness. Also, we recruit and retain students, faculty and staff with fair, honest and nurturing treatment. In addition, we strive for cooperation, trust and unity and we embrace open, honest communication.

Performance Indicators

Participation Rate by Students Who Are Minorities

The comparison is made of the minority composition of the studentbody versus community minority composition. Studentbody minority composition statistics were drawn from the 1998-99 SLCC Fact Book and compared to the latest community minority population statistics available (July 1, 1997 Salt Lake County Population Estimates, Utah Department of Economic Development). The comparative results are presented below. SLCC's enrollment is proportionally higher for Native Americans and Asian/Pacific Islanders. Enrollment is lower for African-Americans and Hispanics.



Participation Rate by Students With Disabilities

This table shows the number of individuals with disabilities living in Salt Lake County as a percentage of the general county population of the same age. It also shows the percentage of Salt Lake Community College students with disabilities as a percentage of the general SLCC student population. The usefulness of this data is limited by the fact that the county numbers are calculated using the Census Bureau definition of an individual with a disability, and the student numbers use the *Americans with Disabilities Act (ADA)* definition of an individual with a disability.

Participation Rate for Individuals with Disabilities		
Group	**Number of Individuals**	**Percent of Identified Population**
Salt Lake County residents ages 16-64	430,002	6.33
Salt Lake County residents ages 16-64 with disabilities*	27,240	
SLCC unduplicated headcount (budget related and Skills Center)	32,418	5.74
SLCC students with disabilities*	1,862	
Students with disabilities at Utah Institutions of Higher Education	5,886	31.6
SLCC students with disabilities*	1,862	

Source: County numbers from U.S. Census Bureau, 1990 Census; SLCC numbers provided by the Disability Resource Center, Disability Support Services, and the Office of Planning and Research.

* Census Bureau numbers defined here include a non-institutionalized person between the ages of 16 and 64 with:

1) a work disability who is unable to work, or
2) a mobility limitation, or
3) a self-care limitation.

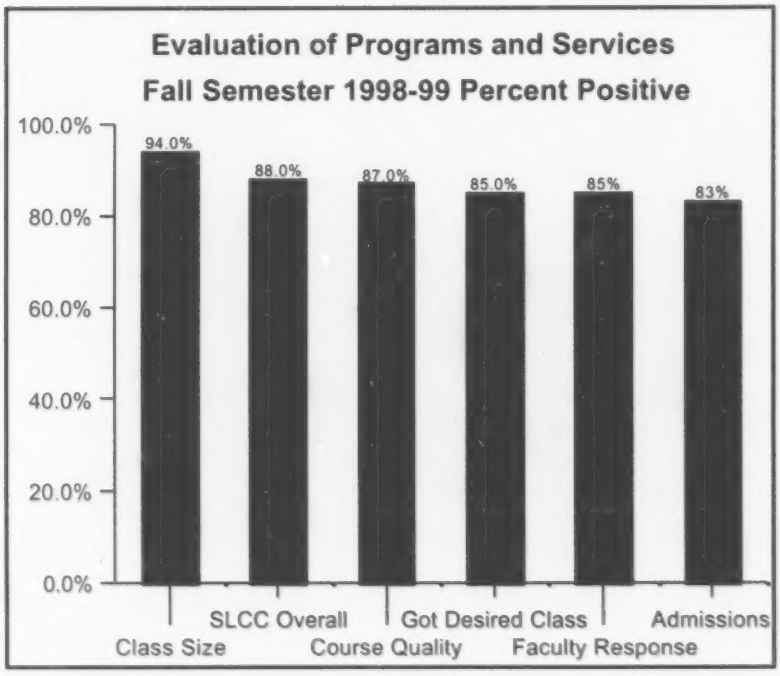
Salt Lake Community College and Utah System of Higher Education numbers are defined as a student who meets both conditions one and two below:

1) qualifies for services under the *Americans With Disabilities Act*, by meeting one of the following ADA criteria:
   a) has a physical or mental impairment that substantially limits one or more major life activities
   b) has a record of such an impairment, or
   c) is regarded as having such an impairment.
2) is registered with the *Disability Resource Center* or *Disability Support Services* (Students attending the College who feel that they do not need academic adjustments or accommodations are not required to register with either DRC or DSS and normally do not do so. Currently there is no statistical means to capture numbers on this population.) The Association of Higher Education and Disabilities (AHEAD) estimates 10 percent to 12 percent of the College population has disabilities.

New Student Assessment of Programs and Services

New SLCC students are surveyed at the end of their first semester and asked for their impressions of a variety of services experienced during their first semester at the College. The change from quarters to semesters raised concerns about possible problems that might affect the quality of the SLCC experience.

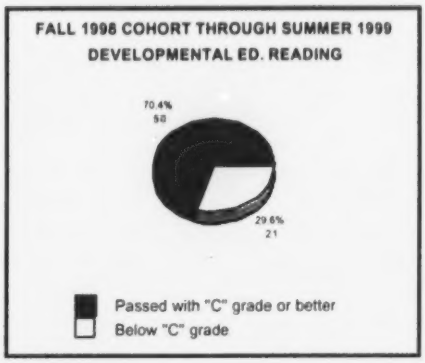
According to these fall semester 1998 students, things went very well. Satisfaction ratings were as high as past years on such matters as good class sizes conducive to learning, course quality, being able to enroll in desired classes and their overall SLCC experience. In the following graph, the "very satisfied" and "satisfied" responses were combined to calculate the percent positive.

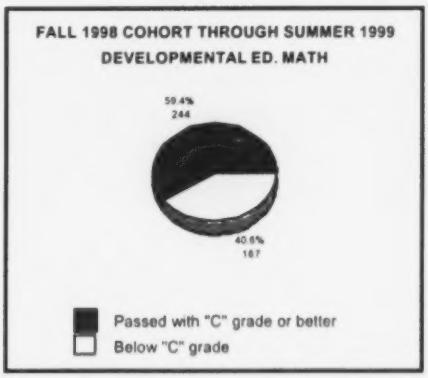


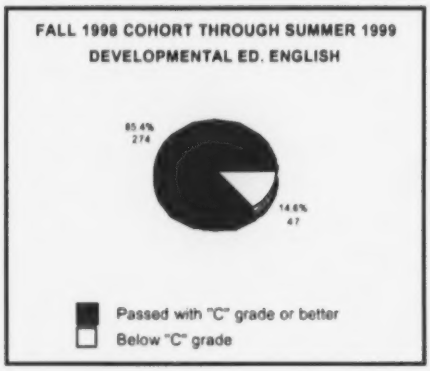
Success Rates of Developmental Education Students

Developmental Education courses are designed to assist students entering SLCC in improving basic educational competencies that will lead to their ability to succeed in the college environment and in life.

Student success is determined for purposes of these charts by performance in both the developmental education course and subsequent course work. The student must first pass the developmental education course with a C or better, then pass the subsequent course with a C or better on their first attempt. The graphs show longitudinal tracking of students who started in a developmental course in 1998 (fall cohort) and their success rate through summer 1999. With the College transition to semesters, we are looking at two semesters instead of three quarters. The courses used for determining success rates in these tables are identified below:







- **READING**
  Developmental Education Courses: RDG 090, RDG 099, LE 126
  Subsequent Courses: BUS 105, BIOL 101, CHEM 101, CJ 101, COM 101, CS 101, ECN 101, ECN 174, ENVT 101, FIN 105, GEOG 160, GEOL 101, HIS 101, HIS 170, HU 110, MGT 205, MKTG 103, PHIL 101, POLI 101, POLI 110, PSY 101, SOC 101
  These courses were chosen because they are general education in nature and reading intensive.)

- **MATHEMATICS**
  Developmental Education Courses: MTH 090, MTH 095, MTH 099
  Subsequent Courses: FIN 138, MTH 101

- **ENGLISH**
  Developmental Education Courses: ENG 090, ENG 095, ENG 099
  Subsequent Course: ENG 101

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Student Ratings of Instruction

The College systematically evaluates classroom instruction to recognize, reward and improve quality teaching and performance. One part of the evaluation process is student evaluations of instruction. The student class evaluation questionnaires were developed by the University of Washington and are entitled the Instructional Assessment System (IAS). The IAS system is used by two- and four-year schools throughout the country and was adopted by the SLCC faculty in 1995.

Fall Semester 1998 student evaluations were conducted for 2,046 classes as compared to 2,016 classes in 1997. A calculation was made of the number and percentage of classes rated (1) very good through excellent–4.0 to 5.0, (2) good–3.0 to 4.0, and less than good (including fair, poor, and very poor ratings)–less than 3.0. The results are presented below.

SLCC FALL SEMESTER STUDENT RATINGS OF INSTRUCTORS' CONTRIBUTION TO THE COURSE		
RATING	**1997-98**	**1998-99**
Excellent and Very Good	73.4%	73.9%
Good	21.9%	21.2%
Less than Good	4.7%	5.0%

Student Class Evaluations

Fall Semester 1998 IAS student class evaluations were conducted in 2,046 classes. In the IAS survey, students were asked for an evaluation of the quality of the class as a whole. The results are presented in the table below for both 1998 and 1997. The results were, in effect, the same for both years with 94 percent and 95 percent of all classes noted "good" or better.

SLCC Instructional Assessment: 1997-1998 Results
Percentage of All Classes Evaluated as Very Good to Excellent, Good, or Less than Good

Evaluation Group	Year		Change %
	1997 %	1998 %	
Very Good to Excellent	55.4	55.3	- 0.1
Good	40.0	38.7	- 1.3
Less than Good	4.6	6.0	+1.4

Student Satisfaction with Other Programs and Services

For the past five years, the Student Satisfaction Inventory has been distributed randomly to a selected group of students on campus. The inventory is published by Noel-Levitz and asks students to indicate the importance of and satisfaction with various services and programs on our campus.

The survey uses a seven-point scale (1 equivalent to very dissatisfied through 7 being very satisfied). The chart indicates the average points for each question and the point difference between the two years. Responsiveness to diverse populations, registration effectiveness and academic services rated the highest in the survey. Safety and security, admissions and financial aid showed the greatest improvement from the previous year.

Student Satisfaction Inventory
1998 - 1999 Results

Program	Spring 1998 Satisfaction Average	Spring 1999 Satisfaction Average	Point Change
Registration Effectiveness	5.07	5.12	0.05
Academic Advising/Counseling	4.70	4.67	-0.03
Concern for the Individual	4.83	4.83	0.00
Safety and Security	4.59	4.75	0.16
Academic Services	4.99	5. 07	0.08
Campus Climate	4.94	4.95	0.01
Student Centered	4.98	4.98	0.00
Service Excellence	4.86	4.86	0.00
Admissions and Financial Aid	4.54	4.64	0.10
Campus Support Services	4.63	4.69	0.06
Responsiveness to Diverse Populations	5.15	5.23	0.08

Graduating Student Assessment of Programs and Services

Graduating students are asked to evaluate SLCC programs and services. In the following table, 1,026 graduating students evaluated programs and services they indicated that they had used. According to their responses (very good and good), the three highest rated services were admissions, registration and the recreation facilities.

Graduating Student Evaluation
Programs and Services (Percentage)
Percentage Based upon the Number of Respondents*

Area	Very Good		Good		Average		Poor/Very Poor	
	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99
Advising	35	30	39	42	20	20	6	7
Admissions	25	23	54	56	20	19	2	1
Athletic Events	16	19	39	37	35	36	10	7
Child Care Center	23	21	27	30	43	40	7	9
Bookstore	20	18	44	44	30	31	6	7
Computer Labs	25	29	50	46	20	21	5	4
Financial Aid	30	34	40	33	20	21	11	11
Food Services	16	17	44	43	32	31	8	9
Health Center	35	29	37	43	24	23	4	5
Intramural Programs	22	15	36	39	39	41	4	5
Library Services	26	29	46	44	21	22	6	5
Parking Facilities	8	10	26	26	37	36	29	29
Recreation Facilities	40	31	38	45	18	21	4	3
Registration	29	25	50	53	19	20	1	3
Student Activities	20	18	38	38	29	35	12	10
Placement Services	14	14	37	34	38	42	11	10
Tutoring/Learning Ctr	28	26	40	40	25	30	7	4
Veterans' Services	28	29	29	28	38	36	4	6

*Percentages may not all equal 100 percent because of rounding.

Graduating Student Assessment of Their Overall College Experience

Graduating students were asked to evaluate their overall experience at SLCC. More than 90% rated the College favorably (average to very good) in each area. In the following table, 1,026 graduating students responded.

Graduating Student Overall Ratings (Percentage) Percentage Based upon the Number of Respondents*

Area	Very Good		Good		Average		Poor/Very Poor	
	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99
Campus Environment	30	30	54	54	15	15	1	1
Class Size	52	44	40	45	8	10	1	1
Concern for Student Needs	22	20	48	46	25	29	5	5
Content of Courses	20	20	57	55	21	24	1	1
Grading/Testing	19	16	55	58	24	25	1	1
Instructor's Interest	29	27	49	51	19	20	3	2
Location of Classes	31	28	51	52	16	18	2	2
Quality of Instruction	25	25	56	55	19	18	1	2
Quality of Service	24	20	51	54	23	24	1	2

*Percentages may not all equal 100 percent because of rounding.

Licensure/Certification Exam Success Rates

One of the measures of student success is the percentage of students passing professional examinations required for licensure or certification to practice in professional and technical careers.

Licensing and certification requirements differ greatly. In programs where licensure is required, an individual may not practice in the profession/trade without first successfully obtaining a license granted by a government or other licensing entity. In contrast, certification in a discipline is often obtained while the individual already is working in the profession/trade and shows a higher level of training, competence or expertise than a non-certified employee in the same type of work. Often one of the minimum eligibility requirements for national certification exams is graduation from a nationally accredited program such as ours.

Not all third party licensing/certification bodies provide results to the College, but the examination results available are presented below and include the percentage of those students taking exams who passed.

Licensure/Certification Exam Success Rates

Program	# of Students Taking Exam	Pass Rate	Licensing/Certifying Organization
	1998-1999	1998-1999	
Aviation Maintenance Tech. General Written Test Airframe Written Test Powerplant Written Test	 12 10 12	 100% 100% 92%	Federal Aviation Administration
Criminal Justice	61	84%	Special Function/Reserve Training Certification
Criminal Justice	55	96%	Peace Officer Basic Certification
Dental Hygiene	21	100%	American Dental Association
Medical Assistant*	3	67%	American Association of Medical Assistants
Medical Lab Technician*	4	100%	Board of Registry, American Society of Clinical Pathologists
Nursing LPN	124	99%	National Council of Licensure Examination
Nursing RN	159	90%	National Council of Licensure Examination
Occupational Therapy Assistant	21	100%	National Board of Certified Occupational Therapist
Physical Therapist Assistant*	4	100%	Federation of State Boards of Physical Therapy
Radiologic Technology	16	100%	American Registry of Radiologic Technologists

*Licensure not required to practice in Utah. The number of students taking the exam is not representative of the total number of students in the program. Because the exam is optional the pass rate is not representative of the skill level of the students taking the exam.

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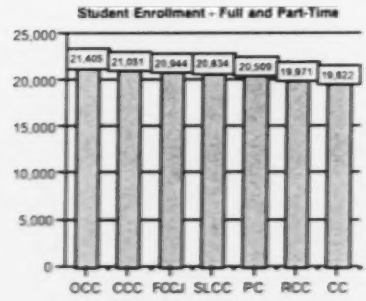
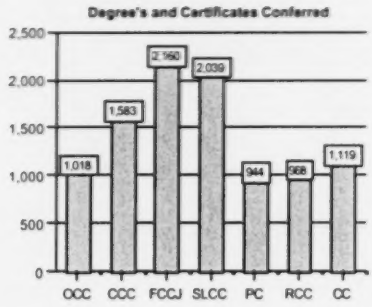
Graduation Outcomes

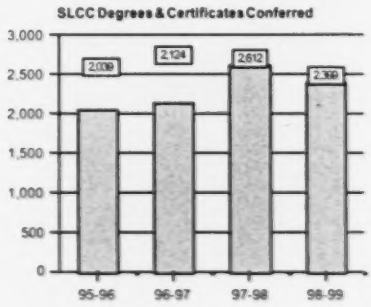
National Enrollment and Degree/Certification Data

SLCC recognizes the growing importance of general education transfer degrees and workforce training certification in the development and vitality of its community. Used as one type of performance indicator, graduation data relating to certificate and degree completion were complied beginning the academic year 1995-1996 and ending academic year 1998-1999. Certificate programs were included in the data, reflecting the need of a growing student population that values an educational system which provides educational opportunities for life-long learning. To gain a better perspective of the data presented, a comparison of total student headcount and degrees and certificates awarded on a national level by similar institutions of higher education were reported. The source for the national data were acquired from the July 13 and December 28, 1998 issues of *Community College Week*. These issues reported the analysis of data collected from the U.S. Department of Education, National Center for Education Statistics–comprising the academic year 1995-1996. The key to the first two graphs follows:

OCC: Orange Coast College, CA.
CCC: Cuyahoga Community College, OH.
FCCJ: Florida Community College at Jacksonville,
FL.SLCC: Salt Lake Community College, UT.
PC: Palomar College, CA.
RCC: Riverside Community College, CA.
CC: Cerritos College, CA.

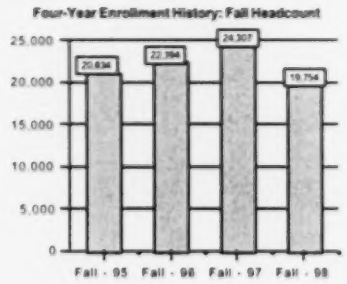






Education and Training Goal–Enrollment, Degree and Certificate Completion Data

Although enrollment dipped during the academic year 1998-99, certificate completers remained almost at the same level. Since the semester conversion in 1998, there was a change in reporting procedures which resulted in concurrent enrollment students being counted at the end of the semester.



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Graduation Rate

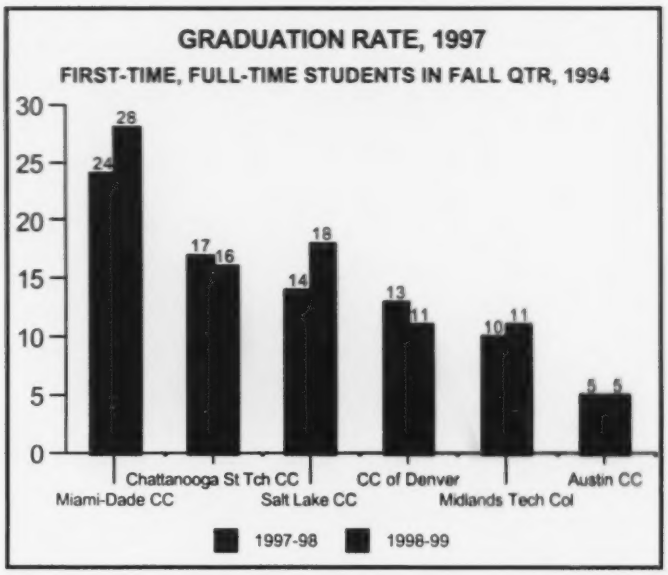
The U.S. Department of Education, National Center for Education Statistics collects data annually for a report titled *Integrated Postsecondary Education Data System* (IPEDS). The *Graduation Rate Survey (for 2-year public institutions)* is a new section of this report. The graduation rate is limited to full-time, first-time degree/certificate-seeking students who complete a degree within three years of entry into the institution and is shown in the graph below. Because data collection for this calculation is fairly new, we have a limited number of urban community colleges with which to compare our own graduation rate. Certainly this number will increase in the future.

Also, recognizing that community college students take as long as seven or eight years to earn a degree, it is important that for future graduation rate data there be no "endpoint" time limit. Also, this indicator will be adapted in the future to include all entering students, not just those who are full-time, first-time-in-college students, which will more fully reflect actual community college populations, the majority of which are in fact part-time attenders. Many who start out full time and are captured in this group of students change to part-time status later.

The American Association of Community Colleges, taking information from a National Center for Education Statistics longitudinal study which tracked 58,000 students during a 12-year period, compiled a research brief titled *"Higher Education Experiences of Community College Students"* written by Yong Li in February 1996. Data from that brief helps create perspective for the graduation rate statistics currently available and creates the closest thing that could be used as a national average.

! What was the average length of time needed to obtain a degree:
  - Full-time students (who maintain full-time status) = 35 months
  - Part-time students = 56 months

- Within 10 years of first enrolling in a community college, what percent of students obtained an associate's degree?
  - 24.4 percent of full-time students
  - 9.4 percent of part-time students



Economic Impact–1999

In 1998 Salt Lake Community College began its first economic impact study. The College chose a model, the Ryan-New Jersey Model, which best represented the type of economic impact study conducted by institutions of higher education. The same model was used in 1999 and takes into consideration institutional and student expenditures, demographics of student and college personnel, enrollment trends and institutional appropriations. The framework helps delineate direct and indirect economic impact, estimates the number of jobs created in the college service area, (Salt Lake and Tooele counties) and the ratio of sponsor contribution to total economic impact. The following is a summary of the data collected and the results obtained.

Expenditures and Total Economic Impact in Educational Service Area

College expenditures **$37,662,596**

SLCC expenditures in service area **$20,752,090**
% of college expenditures in service area (times) college expenditures =

Total SLCC expenditures in service area **$21,629,497**
Student activity expenditure in service area (plus) SLCC expenditures in service area =

Total direct economic impact in service area **$97,624,967**
Total SLCC expenditures (plus) total employee expenditures (plus) total direct expenditure by students =

Total estimated economic impact **$171,136,568**
Total direct economic impact (times) service area multiplier =

Ratio of sponsor contribution to total economic impact **$3.48**
Total estimated economic impact (divided) state appropriations and contracts =

Employment Related to Economic Impact

Total jobs directly related to the college **4,097**
 # SLCC personnel living in service area (divided) % students living in service area (times) job multiplier =

Total jobs indirectly related to the college **1,785**
(Jobs directly related to college (minus) # college employees) minus (# students employed at SLCC (times) % students living in services area) =

The results of the economic impact study indicated that from College expenditures totaling $97,624,967, an economic impact of $171,136,568 led to 5,882 direct and indirect employment opportunities and a net return of $3.48 for every dollar invested by supporting taxpayers. Specific and general populations served by Salt Lake Community College were enriched by these dollars in the form of life-long learning opportunities, cultural and recreational activities and the College's active performing arts program.

SLCC Economic Impact Statement 1999 Data

Survey Data

1. College expenditures **$37,662,596**

2. Student activity expenditures $1,592,389

3. Percentage of college expenditures
   - A. In-service area 55.1%
   - B. In-state 63.7%
   - C. Out-of-state 36.3%

4. Number of college employees
   - A. Full-time 926
   - B. Part-time 1,353
   - C. Total 2,279
   - D. FTE 1,373

5. Number of college employees: resident demographics
   - A. Full-time in service area 787
   - B. Part-time in Service area 1,150
   - C. Total 1,937
   - D. FTE for above 1,167
   - E. Full-time out of area 139
   - F. Part-time out of service area 203
   - G. Total FTE 1,373

6. Employee annual disposable income $36,962,308

7. Student information and enrollment count
   - A. Full-time 5,901
   - B. Part-time 13,853
   - C. Total 19,754
   - D. Students employed at SLCC 394
   - E. Students living in service area 95%
   - F. Other areas 5%

8. Expend per full-time student $4,965
   - Tuition and fees $0
   - Room and board $2,040
   - Books and supplies $1,105
   - Transportation $500
   - Personal expense $1,320

9. Expenditures per part-time student $1,713
   - Tuition and fees $0
   - Room and board $0
   - Books and supplies $553
   - Transportation $500
   - Personal expense $660

10. Revenue from students $26,919,495

11. Revenue from local governments $0

12. State appropriations and contracts $49,192,396

13. Revenue other sources in state $16,821,390

14. Revenue and other sources out of state $8,818,289

15. Estimate of employee expenditures in county 65%

Daniel Bingham, Administrative Intern UT Austin,
Released November 9, 1999

16. Total number of employees out of service area
    - A. Full-time employees 139
    - B. Part-time employees 203

17. Total number of employees out of state
    - A. Full-time employees 0
    - B. Part-time employees 0

18. Expenditures in service area by out of service area employees
    - A. Full-time $1,000
    - B. Part-time $500

19. Full-time empl w/ rent in service area 35%

20. Mean monthly rent in service area $698
    - Two bd apart. w/o utilities $585
    - Three bd apart. w/o utilities $810

21. Service area multiplier 1.753

22. Utah state multiplier 1.768

23. Job multiplier for service area 1.850

Impact Area Data for SLCC

24. Student activity expenditure $877,406

25. SLCC expenditures in service area **$20,752,090**

26. Total SLCC expenditures **$21,629,497**

27. Disposable income of employees $20,420,800

28. Expenditures of out of service area employees in service area on non-housing items
    - A. Full-time $139,000
    - B. Part-time $101,500

29. Rental expenditures full-time staff $2,305,516

30. Total employee expenditures $22,966,817

31. Total expend full-time students $29,298,465

32. Total expend by part-time students $23,730,189

33. Total direct expend by students $53,028,654

34. Total direct economic impact **$97,624,967**

35. Service area multiplier effect 1.753

36. Total estimated economic impact **$171,136,568**

37. Total jobs related to college **4,097**

38. Indirect jobs related to college **1,785**

39. Ratio of sponsor contribution total economic impact **$3.48**

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SLCC News Briefs

Community Involvement

Advanced Technology Center

The Advanced Technology Center is extensively involved in the community. This continuing and community education division is active in the local chambers of commerce, particularly the West Valley, South Valley, Murray, Sandy and Tooele chapters. Participation in Kiwanis is another organization that the ATC is involved with, for which our representative currently serves as Lt. Governor.

The Center also works closely with the Economic Development Corporation of Utah and the Utah State Office of Community and Economic Development to discuss business opportunities and training resources for local and out-of-state companies that are planning to expand or start a business in Utah. Regular contact with offices of economic development in cities and municipalities in Salt Lake and Tooele counties, along with participation at locally sponsored business/education exposition events, is part of a comprehensive marketing plan each year.

The Center also is an active participant with the Utah Information Technology Association, Utah State Office of Education, local banks, Small Business Administration, Workforce Services and coordinates activities for Short-Term Intensive Training with the Assistant Commissioner's Office, Board of Regents–Utah System of Higher Education.

Division of Continuing Education

The division serves the community by:

- delivering credit/non-credit training on-site at employer and agency locations, e.g., Dugway Proving Grounds, Hill Air Force Base, Pipefitters Union Hall, 3rd District Court, Sandy Police Department and Envirocare;
- developing programs that meet the needs of the community, e.g., paraeducation, bail enforcement agent, medical coding and information and computer media;
- operating centers throughout the service delivery area to bring education opportunities to the community including Millcreek, West Jordan, and Tooele Centers;
- working in partnership with business, industry and public agencies to provide ongoing education and training, e.g., Union-Pacific Railroad, Utah Department of Transportation, Department of Workforce Services and Peace Officers Standards and Training;
- working to increase access to education and training by assisting with the delivery of distance education programs and courses, e.g., criminal justice, para-education and railroad operations.

Emma Lou Thayne Center

The Thayne Center continued in a vein of positive growth during the 1998-99 year. One of our most exciting accomplishments was to take students and advisors on an *Alternative Break* service trip to Montezuma Creek near Blanding, Utah. The participants of this trip helped as teachers' assistants at Montezuma Creek Elementary School and presented after-school programs on alcohol and drug issues and nonviolent problem-solving. One goal during the past year was to increase the number of instructors teaching with a service-learning component. We hosted workshops on service-learning to interested faculty members and gave numerous classroom presentations to students on the value of service in the curriculum. The Center created a service-learning scholars' program during the past year. It is designed to encourage students to be involved in service and to acknowledge their efforts in this area.

Skills Center

In keeping with its mission to provide short-term vocational training to disadvantaged populations, the Skills Center works with agencies such as the Department of Workforce Services, Division Rehabilitation Services, Department of Veterans' Affairs, Granite School District Youth Educational Support Services (YESS), Deseret Industry Sort Center and other human services agencies. The Skills Center offers a wide range of training opportunities in skilled trades, health care services, office information systems and computer and electronics technologies. In addition, we invite students to succeed in their career choice by providing adult basic instruction in reading, writing, math, GED and English-as-a-second lan-guage. Finally, students participate in inten-sive employment workshops to develop the skills needed to gain successful employment. More than 2,000 students were enrolled in Skills Center classes. Of the students that completed their training program, 78 percent were employed in training related jobs with salaries ranging from $7 to $12 per hour.

Small Business Development Center

SLCC is proud to serve as the administrative host institution for the statewide network of the Utah Small Business Development Centers (SBDC) which provides professional business counseling and training seminars to business owners and managers and helped clients raise $24.7 million in start-up and expansion capital.

For the last two years, the SBDCs have offered the NxLeveL Entrepreneurial Training Program to both existing and startup businesses. NxLevel is the SBDC's flagship training program. It is a business development course designed to improve business management skills and assist companies in creating a strong, comprehensive business plan. The program has been offered as a bilingual class for the growing Hispanic business community in Salt Lake and also has been offered to the Utah Native Americans. Support for the program is provided by donations from Zions Bank, First Security Bank and Utah's Department of Community and Economic Development.

The SBDC in conjunction with the Utah Business Resource Network sponsored the first "Celebrate Utah Business Week." The week spotlighted small businesses, women business owners, Utah Manufacturing Extension Partnership and the Governor's Young Entrepreneurs.

Also, the SBDC in conjunction with SLCC and American Financial Institute sponsored two *Breakfast with Champions.* The purpose of the event is to invite business leaders from the Wasatch Front to listen to entrepreneurs tell their story of starting and operating their businesses. In addition, the students are given the opportunity for time with the guest speakers to hear about starting and operating a business.

Workshops, Seminars and Conferences

During the 1998-1999 fiscal year, the Workshops, Seminars and Conferences Department worked with 4,900 people from our business community, helping them with the skills, attitudes and behaviors which increase their value as employees and assist their companies with their business goals. Almost 400 different events and trainings were held in areas as diverse as human resource law, blueprint reading, internal auditor training and supervisory leadership development. More than 500 different companies were served. Responding to one of the most current business needs, Workshops, Seminars and Conferences is teaching email writing to client service representatives as part of their initial training at the new eBay Service Center in Draper. Handling client inquiries and problems by email rather than by phone presents new challenges for organizations in a labor market where there are few excellent writers.

Community Highlights

Larry H. Miller Entrepreneurship Center

The Larry H. Miller Entrepreneurship Training Center groundbreaking was held September 17, 1998 with projected completion date late November. The completed building, including furnishings, is the result of a Larry H. Miller and Salt Lake Community College partnership. The mission of the facility is to provide a location where employees in businesses statewide can be taught skills that will allow them to become successful entrepreneurs as well as to provide information about the free enterprise system. The building will mark the beginning of a new era for the programs that will be located there; custom fit training, the small business assistance center, manufacturing resources, some business courses and the workshops, seminars and conferences department.

The Jordan Campus

A groundbreaking ceremony for the Jordan Campus was held December 9, 1998 which marked the beginning of construction of the first academic building and the infrastructure to support the first three buildings on the campus. This first project on the College's new campus includes the 76,000-square foot High Tech Learning Center, a services distribution center building, utility and tunnel systems, roads, parking, plaza and landscaping.

The construction on these facilities will be completed by January 2001. This construction project establishes the northeast entrance to the new campus.

It is expected that this first facility will meet the needs of approximately 4,000 students, with classes beginning fall 2001.

Applied Education Center

The Utah Legislature appropriated $4.2 million to underwrite the cost of acquiring the Detroit Diesel property, located at 250 West 3900 South, to become Salt Lake Community College's Applied Education Center. The site is adjacent to a future light rail station and includes 9.95 acres and three buildings which total 70,446 square feet. Acquisition of the site will make it possible for the College to sell the Riverside Center and relocate programs such as professional truck driving, Ford outreach, heavy-duty mechanics and non-destructive testing.

National Publications

In FY 1998-99, SLCC's stories were printed 28 times in national publications. SLCC was mentioned in issues of *Recreational Sports & Fitness, Community College Times, Community College Week, College Planning and Management, Linkages, Culinary Review, World of Welding, Law & Order and Disability Compliance for Higher Education.*

Service Learning Scholars Program

The purpose of the Service Learning Scholars Program is to further develop, strengthen and support service-learning within academic programs and student services; to engage students in guided community service, application of skills and knowledge and reflect appropriately to the course or program. Service learning is meant to enrich students' education, increase their civic awareness and enhance the quality of life of the entire community.

Excellence Awards

Students, faculty and staff receive many awards in the community for excellence. Below are some of the awards for 1998-99.

Students

- Twelve SLCC School of Business and Industry students were named as members of the National Dean's List organization.
- Sixteen students placed in the Vocational Industrial Clubs of America (VICA) national competition.
- Fifteen students placed in the Delta Epsilon Chi (DEX) national competition.
- Five students competed in the Phi Beta Lambda (PBL) state competition.
- Ten marketing students were honored with the National Collegiate Business Merit Award.
- Seven marketing students were awarded the National Collegiate Education Award.
- Six chef apprenticeship students won awards in the statewide competition.
- Twenty students were named in *Who's Who Among Students in American Junior Colleges*.
- Esther Stanley was one of 200 nationwide to receive the Templeton Fellow.
- Political science students were placed in key internship positions. One student was the recipient of the Karen Shepherd Internship Scholarship and worked on Mike Zuhl's campaign. Two other students interned with Senator Hatch and Representative Zolman.

Faculty and Staff

- President Budd was elected to serve as Chair of the Utah Peace Officer Standards and Training (POST) Council and was also appointed to the Board of Governors of the Salt Lake Area Chamber of Commerce.
- Fred (Paco) Salazar and Edith Mitko received the Executive Director's Award from the Utah State Office of Rehabilitation.
- Seven faculty were honored in *Who's Who Among America's Teachers*.
- Michael Finnerty received the Vision 2000 award from the U.S. Small Business Administration.
- Ricco Renzetti was named the American Federation of Teachers' Utah Educator of the Year.
- Six faculty members were winners of the National Institute for Staff and Organizational Development (NISOD) Excellence Award–Neal Grover, Dorene Jorgensen, Marilyn Nowell-Bown, Jeff Plant, Shari Sowards and DelMar Stevens.
- Kathy Walton received the Post-Secondary Marketing Educator of the Year award.
- Janet Felker received the National Academic Advising Association's Outstanding Advisor award.
- Elwood Zaugg received the Outstanding Vocational Administrator award.

Institutional Highlights

Y2K

Information Technology Services (ITS), with all SLCC employees have worked hard to bring the College into an excellent state of readiness for January 1, 2000.

The mainframe administrative software, telecommunications systems, mission-critical network servers (32 out of 70 or 46 percent of the machines), and GroupWise, the SLCC e-mail system, have all been upgraded and are certified compliant by the various vendors.

The network routers and its infrastructure, and all remaining servers are being upgraded and will be compliant by late November 1999.

YEAR 2000 COMPUTER

September 1999

Compliant
Non-compliant w/work-around
Non-compliant
Unknown status--assumed non-compliant

Every PC workstation is being individually tested for compliance. Although evaluation has yet to be done on 785 machines as of September, it appears that non-compliant PCs still will be able to perform critical functions since they can connect to the College network, mainframe systems and e-mail. The student labs have been upgraded through major purchases in June. Since September 1998, there has been an improvement in PC computer compliance from a rate of 31 percent to 73.4 percent while at the same time the number of systems has grown by 200 to 5,400 machines. The above graph shows the compliance of all PC computers at SLCC as of September.

Metropolitan Area Network Infrastructure Project (MANI)

The MANI Project was completed during 1999, providing full and equivalent network access to all SLCC campuses and teaching locations. Access includes such things as telephones, e-mail and internet.

HOPE and Lifetime Learning Tax Credits

The Business office, with help from ITS Administrative Support personnel, developed the necessary data and parameters to meet the new IRS Tax Relief Act reporting requirements for the HOPE and Lifetime Learning tax credits. Approximately 41,000 tax information forms (Form 1098T) were generated and distributed and many inquiries answered from affected students and tax advisors.

International Sports Broadcasting Corporation Partnership

The Communication Department and the Division of Continuing Education formed a partnership with International Sports Broadcasting Corporation in a project to train students for employment in broadcasting for the 2002 Olympic Winter Games.

3-COM Corporation Partnership

The Engineering Department and the Division of Continuing Education formed a partnership with 3-COM Corporation to provide network engineering training to address an important need in Utah's telecommunication network industry.

Projects With Industry

The Projects with Industry (PWI) program is funded by a federal grant and is affiliated with the Skills Center. Its purpose is to provide computer training to individuals with severe disabilities. It successfully trains and places students into competitive informational technology careers. The program has been recognized nationally and locally for its accomplishments. This year, PWI was honored to receive the prestigious Golden Key Award from the Utah Governor's Committee on Employment of People with Disabilities for providing innovative training and placement strategies.

Projects with Industry's mission is to provide computer training to individuals with severe disabilities; to create and expand job and career opportunities, teach job readiness skills, and disability management and life skills to those who qualify for the program. It is governed by a powerful Business Advisory Council comprised of corporate leaders and counselors from the Utah State Division of Rehabilitation.

The classes offered by PWI include computer software technician network administrator, computer support technician (A+ Certification), customer service training, and telecommuting and assistive technology resource training materials. Students are referred to the program by the Utah State Division of Rehabilitation and must meet specific criteria to be eligible for the program. This year, 35 students were trained. The project also has a 100 percent placement rate. Salary ranges are from $7 to $12 per hour.

Millennium Tour

The annual performing arts showcase, the Millennium Tour, was conducted in the Grand Theatre. The showcase received reviews by an audience of more than 700 individuals. The performances consisted of faculty and student contributions from dance, music and theater.

Grand Theater

The Grand Theatre Advisory Board, under the direction of the Grand Theater Director Ken Plain, established new committees, recruited new members, directed efforts to investigate non-profit status to qualify for Zoo, Arts and Parks funding and provided complimentary tickets to Board members to bring VIP guests.

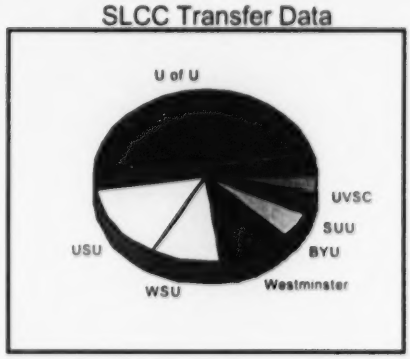
Planning was begun for improved balcony seating, replacement of stage lighting instruments and the construction of an orchestra pit, scene shop and rehearsal room. The project to replace aging dimmer/ controller racks has been completed.

A new technical director was hired and trained to partially replace the services of the principal set designer who had contracted with an agency to improve the advertising of productions. The season also was reduced from seven to five shows to facilitate additional theater use by the College's fine arts department and outside groups.

SLCC Transfer Student Statistical Report

Most recent transfer data indicated 2,202 SLCC students transferred to state four-year institutions during the 1997-98 academic year, a 14 percent increase from the previous year. Of those transferring, 52 percent selected the University of Utah to complete their studies as compared to the next highest transfer institution, Utah State University at 15 percent.

SLCC Transfer Data



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Adjunct Faculty Training

SLCC adjunct faculty provide an important and appreciated contribution to the College's instructional offerings. The College is constantly endeavoring to provide more support for its adjunct faculty. *The Adjunct Faculty Handbook* includes a list of places where adjuncts may work on College computers, meet with students outside of the classroom and work on course-related materials.

The Faculty Senate Adjunct Faculty Issues Committee has made a number of recommendations regarding support for adjunct faculty. Among those recommendations is to provide additional training at varied times to meet adjunct faculty schedules. During this past year, more of the mandatory training such as sexual harassment avoidance training has been placed in the library in media format to better meet adjunct faculty needs. An optional group training session was offered on the use of electronic student class rolls and electronic student grading, and a number of individual programs, departments and divisions offered additional training at times during fall semester 1999 or via the Web.

New Programs

SLCC added the following new programs during 1998-1999:

- An emphasis in paraeducation was added to the associate of science degree.
- Three new emphases were added to the associate of applied science degree in business information technology: business desktop publishing, information and computer media and software technology.
- New areas of specialization were added to the associate of applied science degree and diploma in building construction.
- Electrical, plumbing, general maintenance, electronics and heavy-duty repair apprenticeship programs were established with the Granite School District. These programs are being taken to all school districts and to the Department of Facility Construction and Management for statewide use.

Semester Conversion

SLCC converted from a quarter to a semester calendar system beginning fall semester 1998. All programs within the College carefully designed a process of sequential development in the curriculum. Many programs took the opportunity to re-conceptualize offerings to better meet student and industry needs. National standards issued by the professional and accrediting organizations with which SLCC is associated were carefully consulted.

Two-Week May Term

SLCC offered a special two-week session during the break between spring semester 1999 and summer term 1999 to assist students wishing to take additional course work or complete an intensive course in a short time frame. The May term offered 80 course sections and generated approximately 317 additional FTEs. Students who took 12-15 credit hours during spring semester 1999 were able to enroll in a May term course without paying additional tuition. Student response to the May term was very positive.

Program Accreditation

Accreditation of the Occupational Therapy program in the Division of Health Sciences, School of Technology, was reaffirmed in spring 1999 by the Accreditation Council for Occupational Therapy Education.

The Physical Therapist Assistant program completed a successful accrediting site review by the American Physical Therapy Association.

On-line Orientation

This is a recently designed "orientation" for new students looking for valuable information but wanting the convenience of the internet. This 30-minute presentation requires clicking through key orientation points for uninformed students, then taking a short quiz on the material. Passing the quiz with 70 percent or more questions answered correctly triggers the College's Student Information System to clear the student for registration for the upcoming semester. This is an asset to students who prefers to do some of the paperwork at home rather than traveling to a campus location.

"On Course On The Web"

"On Course," the computer-generated degree audit program for students, has not been available over the internet. Working cooperatively the On-Course manager, ITS Administrative Support and Academic Advising have developed an effective and viable degree audit that now is usable on the internet. Students can sit at their computers at distant locations and review their progress toward graduation and view their courses and grades in the context of progress toward any major in the College.

Textbooks Online

The bookstore launched its "Textbooks Online" as part of the Collegewide Website in 1999. Students can purchase their textbooks from the convenience of their homes, 24 hours per day, on the internet. The books are shipped within 24 hours if they are in stock. Offering students this option means purchasing their textbooks without having to stand in lines in the semester-opening days' rush at the bookstore. It also allows *distance learning* students that do not live in proximity to the College a means for purchasing textbooks. In addition, by posting the textbooks on the internet, students can view which books they need for their courses and receive pricing.

Early Alert System

A revised system for warning students of their poor academic progress has been successfully implemented. Academic standards, working cooperatively with instructors, accepts notification from faculty about poor progress of students and immediately undertakes a communication with students offering help, providing training in study skills and course planning, reviewing performance options and registering appropriately for successive terms of schooling. The system consists of "warning," "probation" and short-term "suspension." Enrollment of students with poor grades is controlled by academic advisors.

Electronic Grading

A small core of faculty, began testing an electronic grading system summer term 1998 to submit grades to the Registrar's Office. After being successful, all faculty were invited to be trained to use "Web for Faculty." The web browser allows students to look up their individual records, view grades or other related academic or demographic information. In the near future, submitting grades electronically will be the standard method of operation eliminating the cumbersome and time-consuming task of processing grades.

New Student Handbook

The Student Association's Executive Council, in conjunction with Franklin Covey, published the *Student Association Handbook 1999-2000* to improve communication with their fellow students. The handbook focused on student information needs including academic and activities calendar, student clubs, Code of Conduct, community service, transfer credit policies, how to register, add or drop classes or how to withdraw from school. "A Compass for Campus," section included information on goal planning, study strategies, career preparation and time management tools.

SLCC Bruin Sports Page

1998-99 Men's Basketball

Conference Record: 7-11
Overall Record: 18-13
2-0 in Spartan Tournament , WY
2-0 in UVSC Tournament
Tim Erickson–*All Region Second Team*
Jermaine Boyette–*All Region Honorable Mention*

Players Moving On:
Troy Ostler–University of Hawaii
Tim Erickson–Idaho State University
Jeremy Jeppesen–Lewis & Clark State
Jeremie Martin–U. of Northern Colorado
Casey Smith–Weber State University
Scott Young–Claremont College
Jermaine Boyette–Weber State University

Distinguished Academic All-Americans:
Casey Smith (3.97 GPA)
Scott Young (3.95 GPA)

Academic All-Americans:
Lincoln Taylor (3.64 GPA)
Tim Erickson (3.63 GPA)

Team GPA–2.84, Average Hours–15

1998-99 Women's Basketball

Conference Record: 12-6 (tied for 3rd)
Overall Record: 25-8–School Record for Wins

Region 18 Championship Tourn. Runner- Up:
Ashley Miller–*SWAC Player of the Year, 2nd Team All American, Kodak Honorable Mention All American, Utah "Tip Off Club" Player of the Year–Junior College*
Kristi Fehr–*2nd Team All Conference, 1st Team All Region*
Steph Harward–*Honorable Mention All Conf.*

Players Moving On:
Abby Hjorth–Northern Montana University
Steph Harward–Weber State University
Angie Bonham–Westminster University
Ashley Miller–Seattle Pacific University

Distinguished Academic All-American:
Steph Harward (3.9 GPA)

Academic All-American:
Abby Hjorth (3.7 GPA)

Team GPA–3.4, Average Hours–17
10th–NJCAA
4th–WBCA
4th–Women's Basketball Journal

1998-99 Men's Baseball

Overall Record: 32-20 (Broke All Offensive Records)

Region 18 Championship Tourn. Runner-Up:
Finished 15 in the nation in hitting (as high as #8)

5 All-SWAC Players:
Rion Sundloff–*5th in Conference Hitting .430*
Monte Ruttenbur–*8th in Conference Hitting .406*
Brit Pannier–*10th in Conference Hitting .399*
Jered Burkman–*5th in Conference Home Runs 16*
Cheyenne Rushton–*8-2 Pitching Record, SWAC Freshman of the Year*

Players Moving On:
Rion Sundloff–Mesa State University
Brit Pannier–University of Utah
Jered Burkman–New Mexico State University
Scott Geertsen–William Penn College

Team GPA–2.8, Average Hours–16

1998-99 Women's Volleyball

Overall Record: 32-13
Conference Record: 12-4

Regular Season Co-Champs–South Division

Finished Ranked 7th in the Nation
Sylva Strzinkova–*1st Team All Conference, 2nd Team All American*
Kali Surplus–*2nd Team All Conference*
Liti Damuni–*2nd Team All Conference*

Team GPA–2.8, Average Hours–15

AVERAGE BRUIN GPA–2.96

Conclusion

Salt Lake Community College's 1999 Report Card shows, in statistical and narrative form, academic and fiscal accountability pertaining to our purpose and mission. Each section of this document has reported on an assortment of institutional performance indicators. In addition, Salt Lake Community College has looked beyond its borders at national performance indicators as a means to understand future trends that may impact our studentbody in skills required to compete in a global economy.

Through the national organization of American Association of Community Colleges, additional performance indicators have been added to our present list, giving our community a better understanding of the direction the institution is moving in achieving our commitment to providing quality educational programs. A brief description of some of these indicators are included in the conclusion of this Report Card with additional institutional indicators to follow in subsequent years as they are identified.

- Responsive to the Communities' Educational Needs
  SLCC has instituted programs designed for custom-fit and short-term training to meet the expanding needs of business and industry. Additionally, in response to the community, distance learning, public safety, human services training, and centers for small business development and entrepreneurship are operating on- and off-campuses in response to the communities immediate needs.

- Employer Assessment of Students
  The *1998-1999 SLCC Fact Book* reported a 1997-1998 employer follow-up survey showing: 63 percent of individual training and education obtained at SLCC related to their employment; 84 percent of employers rated SLCC students as having a higher job ability in comparison to their high school graduate counter parts; 89 percent would recommend hiring students from SLCC.

- SLCC Economic Impact on Service Area
  Through the collection of data from various sources–State, Federal, tuition funding and college expenditure, using an existing economic impact model, it was determined that for every dollar entrusted in SLCC, the College returned to the community $3.48 in 1999.

As Salt Lake Community College continues to improve its educational offerings, identification and reporting of new performance indicators will be invaluable to future exploration of educational programs. SLCC is committed to working with state, local and national councils in identifying such indicators.